

CROSSWELL ELEMENTARY

161 School Road
Easley, South Carolina 29640

GRADES K-5 Elementary School

ENROLLMENT 496 Students

PRINCIPAL Diane P. Brown 864-855-8160

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	64	16	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

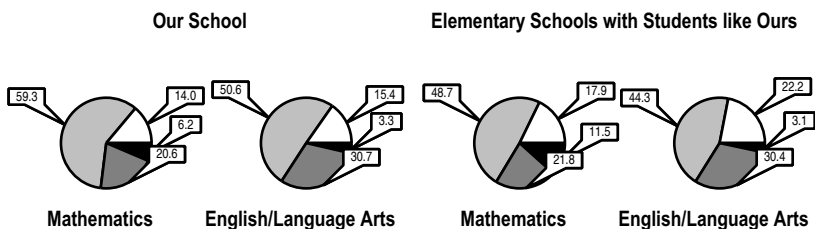
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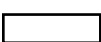
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	71	43
Percent satisfied with learning environment	93.8%	77.5%	79.1%
Percent satisfied with social and physical environment	93.9%	78.6%	65.1%
Percent satisfied with home-school relations	78.8%	83.1%	83.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	260	98.8	15.4	50.6	30.7	3.3	34.0	17.6
Gender								
Male	124	99.2	21.7	48.7	27.0	2.6	29.6	17.6
Female	136	98.5	9.5	52.4	34.1	4.0	38.1	17.6
Racial/Ethnic Group								
White	244	99.2	14.5	50.7	31.3	3.5	34.8	17.6
African-American	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	88.9	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	212	99.1	11.1	49.5	35.4	4.0	39.4	17.6
Disabled	48	97.9	34.9	55.8	9.3	N/A	9.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	260	98.8	15.4	50.6	30.7	3.3	34.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	258	98.8	14.6	51.0	31.0	3.3	34.3	17.6
Socio-Economic Status								
Subsidized meals	125	98.4	24.5	50.0	24.5	0.9	25.5	17.6
Full-pay meals	135	99.3	7.6	51.1	35.9	5.3	41.2	17.6

Mathematics								
All students	260	100.0	14.0	59.3	20.6	6.2	26.7	15.5
Gender								
Male	124	100.0	14.7	59.5	19.8	6.0	25.9	15.5
Female	136	100.0	13.4	59.1	21.3	6.3	27.6	15.5
Racial/Ethnic Group								
White	244	100.0	13.6	58.8	21.1	6.6	27.6	15.5
African-American	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	212	100.0	11.1	56.8	24.6	7.5	32.2	15.5
Disabled	48	100.0	27.3	70.5	2.3	N/A	2.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	260	100.0	14.0	59.3	20.6	6.2	26.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	258	100.0	13.7	59.3	20.7	6.2	27.0	15.5
Socio-Economic Status								
Subsidized meals	125	100.0	17.1	66.7	14.4	1.8	16.2	15.5
Full-pay meals	135	100.0	11.4	53.0	25.8	9.8	35.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	81	N/A	16.3	51.3	25.0	7.5	32.5
	Grade 4	71	N/A	9.9	53.5	35.2	1.4	36.6
	Grade 5	69	N/A	17.4	49.3	26.1	7.2	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	103	99.0	9.8	40.2	45.7	4.3	50.0
	Grade 4	81	98.8	22.8	55.7	21.5	N/A	21.5
	Grade 5	76	98.7	14.3	58.6	21.4	5.7	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	81	N/A	33.8	38.8	20.0	7.5	27.5
	Grade 4	71	N/A	8.5	56.3	19.7	15.5	35.2
	Grade 5	69	N/A	17.4	53.6	18.8	10.1	29.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	103	100.0	15.2	63.0	17.4	4.3	21.7
	Grade 4	81	100.0	18.8	55.0	18.8	7.5	26.3
	Grade 5	76	100.0	7.0	59.2	26.8	7.0	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 496)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 3.7%	2.8%	2.4%
Attendance rate	95.7%	Down from 96.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.0%	Up from 8.9%	16.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Up from 9.2%	8.6%	8.0%
Older than usual for grade	2.0%	Down from 2.5%	0.9%	1.1%
Suspended or expelled	0.4%	Down from 0.6%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	37.1%	Up from 36.4%	49.0%	50.0%
Continuing contract teachers	91.4%	Up from 90.9%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.2%	Up from 86.5%	87.6%	86.2%
Teacher attendance rate	96.0%	Up from 95.6%	95.4%	95.3%
Average teacher salary	\$37,704	Down 0.7%	\$40,069	\$39,909
Prof. development days/teacher	14.7 days	Up from 11.8 days	11.3 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	20.1 to 1	Up from 19.8 to 1	19.1 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 91.2%	90.2%	89.7%
Dollars spent per pupil*	\$5,219	Down 4.7%	\$5,732	\$5,892
Percent spent on teacher salaries*	64.9%	Up from 62.8%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Crosswell Elementary is a K5-fifth grade school serving 492 students. The staff, in partnership with parents and the community, is dedicated to providing challenging educational opportunities in the context of a safe and nurturing environment.

We are fortunate to have an active PTA, School Improvement Council, and CORE volunteers. The PTA annually sponsors a scholarship for a selected Easley High School graduate, who was a former Crosswell student. Crosswell is proud to have opened and dedicated the Crosswell NET (Nature Education Trail).

The school provides professional development opportunities for the staff. Fifteen teachers and the principal are participating in a three-year South Carolina Reading Initiative, a study in the teaching of literacy. Crosswell is proud to have one teacher with National Board certification. Crosswell teachers and staff conducted a self-study for accreditation by Southern Association of Colleges and Schools (SACS).

Crosswell was thrilled to be awarded the Palmetto Silver Award for its achievement on PACT testing. Students are encouraged to participate in school and district scholastic competitions. Students in grades 3-5 who are on academic plans are offered after-school remediation in language arts and math. A homework center operates Monday-Thursday to help students with their studies. The Wee Deliver Postal System is used as a means to reinforce writing skills. A 25-station computer lab and 2 networked computers in each classroom meet technology needs. The Accelerated Reader program continues to show increases in student participation and reading levels. America Reads is a program in which students are tutored by Clemson University students in reading twice a week. Students from the Easley High School Teacher Cadet program, as well as ninth grade students enrolled in ED. 101, serve as student tutors at Crosswell.

Crosswell is constantly seeking ways to maintain a safe and nurturing campus. Safety procedure manuals have been developed for school crisis management. Students show their concern for members of the community through service learning projects. A full-time nurse is employed to assist with medical needs of the students and staff. Volunteer trainings are offered several times a year.

Crosswell will continue to provide a quality education, search for ways to best meet the needs of our students, and strive to be a valued partner with our community.

Diane P. Brown, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.